

How Am I Smart?

Grade Level	Eleventh
Minimum Time Required	45 Minutes
Materials/Resources	Multiple Intelligence Handouts and Transparency Master
Subject Area(s)	Language Arts - Guidance

Project Description:

1. Read teacher script:

Teacher Script:

"As individuals, we all learn in different ways-we have different types of intelligence. It is not as important to know how smart you are as it is to know how you are smart. The activity we are going to complete today will give you a better understanding of the different types of intelligence and where you "shine."

2. Distribute the worksheet Checklist for Assessing Students' Multiple Intelligences and have students complete.
3. Discuss the types of intelligence and learning strategies with the students.

Career Development Standard	Understanding of the influence of a positive self-concept.
Career Development Indicator	Identify and appreciate personal interests, abilities, and skills. Demonstrate an understanding of how individual characteristic's related to achieving personal, social, educational, and career goals.
Delivery Level	Review
Language Arts	1.4.c compile and synthesize information to make reasonable and informed decisions.
Employability/SCANS Skills	Thinking Skills Basic Skills
Assessment/Rubric	Students will be evaluated based on class participation.

CHECKLIST FOR ASSESSING MULTIPLE INTELLIGENCES:

Check items that apply:

Linguistic Intelligence

- ☐ writes better than average for age
- ☐ spins tall tales or tells jokes and stories
- ☐ has a good memory for names, places, dates, or trivia; enjoys word games
- ☐ enjoys reading books
- ☐ spells words accurately
- ☐ appreciates nonsense rhymes, puns, tongue twisters, etc.
- ☐ enjoys listening to the spoken word (stories, commentary or, the radio, talking books, etc.)
- ☐ has a good vocabulary for age
- ☐ communicates to others in, a highly verbal way

Other Linguistic Strengths:

Logical-Mathematical intelligence

- ☐ asks a lot of questions about how things work
- ☐ computes arithmetic problems in his/her head quickly
- ☐ enjoys math class
- ☐ finds math, computer, games Interesting (or if no exposure to computers, enjoys other math or counting games)
- ☐ enjoys playing chess, checkers, or other strategy games
- ☐ enjoys working on logic puzzles or brainteasers
- ☐ enjoys putting things in categories or hierarchies
- ☐ likes to experiment in a way that shows higher order cognitive thinking processes
- ☐ thinks on a more abstract or conceptual level than peers
- ☐ has a good sense of cause-effect for age

Other Logical-Mathematical Strengths:

Spatial Intelligence

- ☐ reports clear visual images
- ☐ reads maps, charts, and diagrams more easily than text
- ☐ daydreams more than peers
- ☐ enjoys art activities
- ☐ draws figures that are advanced for age
- ☐ likes to view movies, slides or other visual presentations
- ☐ enjoys doing puzzles, mazes, "Where's Waldo?" or similar visual
- ☐ builds Interesting three-dimensional constructions for age (e.g. LEGO buildings)
- ☐ gets more out of pictures than words while reading
- ☐ doodles on workbooks, worksheets, or other materials

Other Spatial Strengths:

Bodily-Kinesthetic Intelligence

- ☐ excels in one or more sports
- ☐ moves, twitches, taps, or fidgets while seated for a long time in one spot
- ☐ cleverly mimics other people's gestures and mannerisms
- ☐ loves to take things apart and rebuild them again
- ☐ puts his/her hands all over something he/she's just seen
- ☐ enjoys running, jumping, wrestling, or similar activities (or if older, will show these interests in a more "restrained" way-e, g., punching a friend, running to class, jumping over a chair)
- ☐ shows skill in a craft (e.g., woodworking, sewing, mechanics) or good fine-motor coordination in other ways
- ☐ has a dramatic way of expressing herself/himself
- ☐ reports different physical sensations while thinking or working

___ enjoys working with clay or other tactile experiences (e.g.. finger painting)

Other Bodily-Kinesthetic Strengths:

Musical Intelligence

___ tells you when music sounds off-key or disturbing In some other way
___ remembers melodies of songs
___ has a good singing voice
___ plays a musical, instrument or sings in a choir or other group
___ has a rhythmic way of speaking and/ or moving unconsciously hums to himself/herself
___ taps rhythmically on the table or desk as he/ she works
___ sensitive to environmental noises (e.g.. rain on the roof)
___ responds favorably when a piece of music is put on
___ sings songs that he/ she has learned outside of the classroom

Other Musical Strengths:

Interpersonal Intelligence

___ enjoys socializing with peers
___ seems to be a natural leader
___ gives advice to friends who have problems
___ seems to be street-smart
___ belongs to clubs. committees. or other organizations
___ likes to play games with other kids
___ has two or more friends
___ has a good sense of empathy or concern for others
___ others seek out his /her company

Other Interpersonal Strengths:

Intra-personal Intelligence

___ displays a sense of independence or a strong will
___ has a realistic sense of his/her strengths and weaknesses
___ does well when left alone to play or study
___ marches to the beat of a different drummer in his/her style of living and learning
___ has an interest or hobby that he/she doesn't talk much about
___ has a good sense of self-direction
___ prefers working alone to working with others
___ accurately expresses how he/ she is feeling
___ is able to learn from his/her failures and successes in life
___ has high self-esteem.

Other Intra-personal Strengths:

Naturalist Intelligence

___ enjoys nature and the environment
___ interested in ecosystems
___ appreciates wild life
___ enjoys outdoor activities
___ discusses examples of cooperation and teamwork in nature.
___ interested in cultural artifacts
___ has the ability to recognize and classify plants, minerals and animals
___ has a curiosity about the natural world
___ knows how to appropriately use the natural world

Other Naturalist Strengths:

LEARNING STRATEGIES FOR MULTIPLE INTELLIGENCES

Linguistic

Learner preferences

Read, write, talk, listen, communicate

Strategies

Lectures, class discussions, word games, story telling, journal writing

Logical-Mathematical

Learner preferences

Quantify, think critically, conceptualize

Strategies

Problem-solving exercises, experiments, games, brain teasers, mental calculation, questioning, puzzles

Spatial

Learner preferences

See, draw, visualize, map

Strategies

Visuals, drawings, imagination games, metaphors, videos, movies

Bodily-Kinesthetic

Learner preferences

Build, act, touch, feel, move, coordinate

Strategies

Hands-on, tactile matter, drama, dance, sports, movement, craft or skill

Musical

Learner preferences

Sing, rap, listen

Strategies

Songs, musical instruments, radio

Interpersonal

Learner preferences

Teach, collaborate, interact, lead

Strategies

Cooperative learning, tutoring, social involvement, simulations, board games

Intra-personal

Learner preferences

Connect, personalize, reflect, self-directed

Strategies

Individualization, Independent work, esteem building, goal setting

Naturalist

Learner preferences

Preference, listen, observe, classify, discern, patterns

Strategies

Create observation notebooks, describe changes in the local or global environment, care for pets, wildlife, gardens, or parks, use binoculars, telescopes, microscopes, draw or photograph natural objects

Multiple Intelligences at Work in the Classroom

Examples of the Seven Ways
Students Can Show Their Knowledge about Specific Topics

INTELLIGENCE	Topics		
	Factors associated with the South losing the Civil War	Development of a character in a novel	Principles of molecular bonding
Linguistic	Give written oral or written report	Do oral interpretation from the novel with commentary	Explain concept verbally or in written
Logical-Mathematical	Present statistics on dead, wounded, supplies, etc.	Present sequential cause-effect chart of character's development	Write down chemical formulas and show how derived
Spatial	Draw maps of important battles	Develop flow chart or series of sketches showing rise/fall of character	Draw diagrams that show different bonding patterns
Bodily-Kinesthetic	Create 3-D maps of important maps and act them out with miniature soldiers	Act out the role from beginning of novel to end, showing changes	Build several molecular structures with multicolored beads
Musical	Assemble songs of the Civil War that points to causal factors	Present and development of character as a musical score	Orchestrate a dance showing different bonding patterns
Interpersonal	Design class information of important battles	Discuss underlying motive and moods relating to development	Demonstrate molecular bonding using classmates as atoms
Intra-personal	Develop their own unique way of demonstrating competency	Relate character's development to one's own life history	Create scrapbook demonstrating competency
Naturalist	Describe the effect of the war and its battles on the environment	Describe the characters observation of natural and the world around him	Create an observation notebook